15: U.S. Navy --24-25 (no date) 1944 Formosans
116, 191, 212, 872, 186, 177.19 Japanese
636.19

"Japanese, spoken by the 323,148 Japanese, is the official language of the island, and is spoken by a high percentage of the middle-aged and younger Formosan-Chinese in urban centers, but by few of the older agricultural community. About 42 percent of the Formosan-Chinese children attend elementary public schools to learn the Japanese [25] language and doctrines. They learn very little Japanese and at the same time lose the opportunity, when young, to learn something of written Chinese. Hence these younger Chinese are technically 'literate', and can understand orders issued in simple Japanese. Japanese is supposed to be compulsory for all who know it, and it is true that Japanese has become the lingua franca of the island. It may be said that Japanese, as the official language, will be understood by someone in any large gathering of people or in every village outside of the most remote savage territory, although the Formosan-Chinese avoid using it when they can."

E. Marital Status

162 A great proportion of the people 15 years old or more are married. The rate of divorce in Formosa is low, about 0.45 per 1,000 population as compared with 2.48 for the United States.[12]

Table 5. Marital Status of Population 15 Years Old and Over - 1953 */

	Number	Percentage
Single	1,447,803	30
Married	2,966,356	62
Widowed	388,191	8
Divorced	30,508	-
Total	4,832,858	100

*/ China News Press, Chung-hua Nien-pao 1954 [China Annual, 1954], p. 77.

F. Educational Status

• 212 87 Forty-five per cent of the total population know how to read and write. If children under six years are excluded, the percentage of literacy rises to 59 per cent. Over 90 per cent of the children from six to twelve years of age now attend primary schools; primary education is compulsory. Because many illiterate people are over school age, a literacy movement as well as other types of adult education are being promoted. A detailed breakdown of the educational status of the population is shown in Table 6.

12. United Nations, Demographic Yearbook, 1953, pp. 276-77.

19 total strangers as far as a common speech is concerned.[3] The Taiyal and Paiwan tribes, which cover large areas, are good examples of this phenomenon.

Since the Chinese Mainlanders are dwelling chiefly in urban areas, the distribution of Mandarin follows closely the boundaries of their settlement. However, it must be noted that Formosan Chinese who speak Mandarin are increasing gradually over the entire island.

The Written Languages and Their Problems

212 Mandarin is the official language on the island and is used in administration, jurisdiction, education, and, to a large extent, in commerce. Its written form and that of the Min-nan and Hakka dialects are practically the same because all three belong to the Chinese Language Family. Their characteristic features as well as their problems are similar to those on the China Mainland.

Romanized Min-nan dialect has been used by some missionaries and some Formosan-Chinese Christians. For instance, a Bible has been written in Roman alphabet with diacritical marks indicating the tonal features of the Min-nan dialect. During the Japanese rule an attempt was made by some Formosan intellectuals to popularize the romanization of the dialect. They claimed it would help abolish illiteracy, because those who could not read anything written in Chinese could read its equivalent in Min-nan dialect if they would master the alphabet together with the tonal

3. Sainosuke, Fujisaki, Taiwan no banzoku [Savage Tribes of Taiwan], Tokyo, 1936, Kokushi kankokai, pp. 6-7.

212 marks. The Japanese did not encourage the movement, for they were attempting to assimilate the Formosans. The present status of the romanized Min-nan dialect has not changed, probably because it is looked upon as an obstacle to the spreading of Mandarin.

Knowledge of Foreign Languages

19 The Japanese language is not considered a foreign language here, for it has been adopted by nearly half of the population.

The number of people who can speak English is limited to those who have studied or lived in English-speaking countries, to local students who have limited ability to speak or to understand, and to those who come in contact most often with foreigners on the island. About one per cent of the population has ability to communicate in the English language while another four per cent has knowledge of elementary English.

No classic in the Russian language are given in the National Taiwan University -- the highest institution of learning in Formosa. Thus, it may be said that a knowledge of the Russian language is negligible.

Role of the National Language and Future Trend

The fact that Mandarin has been designated as the national language should not obscure the prevalence of the Min-nan dialect, which has

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Annex "A," Subparagraph 1j,
Sociological Background

EDUCATION IN FORMOSA

I. LITERACY

212 The literacy of its people is a prerequisite for a country's scientific and technical advancement and for the improvement of public health. It has been reported that about sixty per cent of the population in Formosa over six years of age are able to read and write.[1] Literacy here probably includes literacy in the Japanese language for many of these people completed their education before the end of World War II, at a time when Formosa was governed by the Japanese. Some of these people may not be able to read Chinese. This complicating factor has resulted in the printing of articles and pamphlets in both Chinese and Japanese; Harvest, a partly bilingual farmers' magazine, is an example.

Literacy in Formosa is high as compared with the rates of some other Asiatic countries, although definitions of "literacy" may vary. Forty per cent of Thailand's population are literate, the literacy of Burma stands at 36 per cent, that of Indochina (Laos, Cambodia, Vietnam) is 15 per cent, and that of Indonesia 7 per cent.[2]

1. China News Press, China Annual, 1954, Taipei, 1954, p. 78.

2. Economic Co-operation Administration, Far East Data Book, Washington, D. C., Nov. 1951.

212 But Formosa's position appears less favorable when compared with that of industrially advanced countries such as the United States, which has a literacy rate of about 95 per cent.

The potential literacy of Formosa's population holds promise. More than 90 per cent of the children of school age are now attending primary schools, and it is expected that within fifty years the percentage of literacy will have increased to that current in the United States. Meanwhile, adult education in Mandarin Chinese is being vigorously promoted. During the school year of 1954, approximately 610,000 people attended 5,670 classes (mainly for the teaching of Mandarin) given by hsien governments and municipalities.

II. EDUCATIONAL SYSTEM

87 The educational system in Formosa follows closely that of the United States, though use of terms may differ somewhat. In the main, six years of primary and six years of secondary education constitute the basis for advancing to the collegiate level, which generally runs for four years. Post-graduate work leading to a Master's degree requires two years of study. Vocational education begins at junior middle-school level, at senior middle-school level, or at college level. Normal-school education (teacher-training) begins at senior middle-school level, where primary-school teachers are trained. Because educational facilities are limited, competitive entrance

AF1 China
FORMOSA AD1
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ments or sold to private industrialists by means of competitive bidding.[40]

Taiwan's industrial growth in recent years reflects mostly the development of government enterprises. Such state industries as gasoline, kerosene, and Diesel oil have registered considerable increase over the peak year production figures under the Japanese.[41] Other government-operated industries such as electric power, sugar, alcohol, cement, and camphor, though lower in production volume than in the prewar peak year, have made extensive recoveries in contrast to their chaotic conditions at the conclusion of World War II.[42] Augmented by ECA assistance, the over-all industrial picture may be described as one of steady growth.

Educational Policies

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The Nationalist government inherited from Japan an educational legacy which comprises a mixture of salutary and disadvantageous factors. Of the former is a more than 70 per cent literacy among the people.[43] A framework of primary and secondary schools scatters over the island. A fair foundation of vocational education has been laid. There are also several higher institutions of learning. A tradition of discipline, hard work, and thriftiness prevails among the students.

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On the disadvantageous side is the predominant position of the Japanese language, both spoken and written, as a medium of learning. Many island inhabitants can hardly read Chinese or speak their native Fukien tongue flu-

[40] *Taiwan Reconstruction*, Vol. 2, pp. 408–547.

[41] *Ibid.*

[42] *Ibid.*; also *Taiwan Today*, pp. 99–122.

[43] *Taiwan Reconstruction*, Vol. 1, p. 89; also for a general treatment of the subject, see Taiwan Provincial Government, *The Administration of Planned Education*, Taipeh, 1949.

[P. 220 (A)]